

MEAP

MICHIGAN
EDUCATIONAL
ASSESSMENT
PROGRAM

**Grade 7
Reading**

Released Items
Winter 2003

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“Reflections and Memories: An Interview With Ezell Blair, Jr.,” by Judy Richardson. From FOOTSTEPS’ May/June 2000 issue: *From Montgomery to Birmingham*, © 2000, Cobblestone Publishing Company, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved. Reprinted by permission of the publisher.

“7 Rare Condors Set Free” Reprinted with permission of The Associated Press.

PART 2B

WRITING IN RESPONSE TO READING

DIRECTIONS:

Write a response to the scenario question that is stated in the box below. Your own ideas and experiences may be used in your response, but you **MUST** refer to information and/or examples from both of the reading selections in Part 2A of this test to be considered for full credit. You may look back at both of the reading selections to help you answer the question at the end of the following scenario.

Scenario:

Ms. Wilson's class has sold candy all year to save up money so they can make a large contribution to a worthy cause. Now they have \$500.00 and need to decide who will receive the money. They have narrowed their choices to two: a conservation group that protects endangered animal species or an organization in the surrounding community that promotes understanding among teenagers.

Scenario Question:

Which group do you think should receive the money? Why? Explain your answer using specific examples and details from BOTH "Reflections and Memories" and "7 Rare Condors Set Free." Be sure to show how the two reading selections are alike or connected.

The lined space on pages 25–27 in this test booklet may be used for writing down ideas, organizing your thoughts, or writing a rough draft. Use the checklist on page 28 to help you write your response. Page 29 contains the rubric used by readers to score your response. Nothing written in this booklet will be scored.

THE FINAL COPY OF YOUR RESPONSE MUST BE WRITTEN IN YOUR PART 2 ANSWER FOLDER STARTING ON PAGE 2.

Holistic Scorepoint Descriptions
Part 2B: Writing in Response to Reading

Here is an explanation of what readers think about as they score your writing.

- 6 The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5 The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3 The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1 The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections

SCORE POINT: A

Retells or references the reading selections with no connection to the scenario question or theme

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Ezell was in college. He went to NAACP. He always took advice from his mom and dad. His dad was a member and his mom was active. They both graduate from A&T college. That's where Ezell wants to go. One day his friends were talking and they were tired of talking about racism and prejudice so they decided to do something about it. So they did it. On 7 Rare Condors Set Free. Bird released over Big Sur Coast. This story was different from The story Reflections And Memories. This story was different because it was not about racism on anything this was about birds that were shot because they preyed on hunters' kills and still more died from

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poisoning and high tension electrical wires. See this story really didn't make like the other one.

This story was talking about birds, the other story was talking about fascism. The story about Ezell I understood. It made sense to me. I liked the story about Ezell better.

Non-Scorable Code: A

This student retells the reading selections with no connection to the scenario question or theme.

SCORE POINT: E

Responds to the scenario question with no reference to either of the reading selections

Helping the Environment And Endangered Species More Instead of Less

What may seem like a generous contribution to an environmental group may not really help them as much as you think. In fact, if you team up with more people, you can raise more money for a good cause. That's exactly the situation in Ms. Wilson's class. Ms. Wilson and her students have raised \$500 and want to donate it to a worthwhile cause. They have finally decided on either one of these two choices: donating the money to a conservation group that protects endangered species or giving it to an organization that promotes teen awareness in the community.

I think that Ms. Wilson's class should not donate the money to the conservation group. 500 dollars may seem like a large amount of money, but it really won't help the endangered species much. In fact, the organization that promotes teen awareness can help the endangered species in more ways. I think that Mrs. Wilson's class should donate their

money to the organization that promotes teen awareness in the community and here are the reasons why.

First of all, the teen awareness organization can teach the teenagers about the environment and the endangered species if Ms. Wilson's class asks them to. The organization, with the money they've received, can give projects to the teens that help the endangered species and environment. The teenagers, in turn, can help raise money for the endangered species. In addition, to learning about endangered species and the environment, the teenagers could learn about preventing drugs and violence in their lives. This would make the community a better and safer place.

These are the reasons why Ms. Wilson's class should give the money to the organization that promotes teen understanding, and not the endangered species group.

Non-Scorable Code: E

This student responds to the scenario question but does not reference either of the reading selections.

SCORE POINT: 1

The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme OR minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

I think that the class should donate the money to the Conservation group. I believe this because we need to help protect wildlife as many forests could be cut down and animals could die. We don't want to have any more creatures close to extinction, like the California condor. Also at the moment the conservation group is more important than the teenagers understanding support program. There will always be teenagers to study but there won't always be animals if they all die out. I think that this choice is the right one since it is needed now. This is why I think that they should donate the \$500.00 to the conservation group.

Score Point: 1

This student takes a position, but only makes minimal use of ideas (extinction, like the California Condor) from one of the reading selections, *7 Rare Condors Set Free*.

I recommend to give an even amount of money to the conservation group that protects endangered animal species and the surrounding community organization that promotes understanding among teenagers.

Each group can use the money to buy more shelters for endangered animal species or to hire counselors and teachers to help teenagers that have trouble understanding their school work and problems at home.

In California condors had to be protected from hunters because condors were wanted for their prey. Twenty two condor were saved, seven set free, and fifteen still protected. Condors are an endangered species.

Three American citizen Caucasian teenagers made a sit-in movement so that all people of the Caucasian race are treated equally like people of the white race. They did this so that everyone is treated equally the same.

I think that giving an equal amount money to both groups is a good cause for both to be funded. I hope you consider my idea, take a vote, and use it. Doing this can make a big difference for our country.

Score Point: 1

This student takes a modified position (give an even amount of money to each organization) and supports it with minimal use of ideas (condors were protected, saved and set free; teenagers made a sit-in movement) from both reading selections.

SCORE POINT: 2

The student makes partially successful use of ideas from one reading selection OR minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.

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The students of Mrs. Wilson's class has raised \$500.00 from selling candy bars so they could give the money to a worthy cause. They should receive many congratulations on their effort and success, but they have to choose which charity organization they should give the money to. The class has narrowed down the choices to a conservation group that protects endangered animals, or an organization that promotes understanding among teenagers. This class should send the money to the conservation group that protects endangered animal species. Just that \$500.00 could save, for example, the giant panda population. The amount of endangered animal species is getting very large, but the government is improving its rules on this topic. In the story selection, "7 Rare Condors Set Free-Birds Released Over Big Sur Coast," they needed money to feed, clean, and make sure all health was good.

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for the condors. Teenagers do not need money to understand the world around them. In the interview with Ezell A. Blair, Jr., he did not state that he needed money to compose the sit in that he and his three friends conducted. Volunteers, which are people that work for free, could have classes to teach the teens how to "survive" in the "real world" from their own experiences. This should help Mrs. Wilson's students decide on which organization they will choose to give the \$500.00 to.

Score Point: 2

This student takes a position and supports it with minimal use of ideas from both reading selections (they needed money ... for the condors from 7 *Rare Condors Set Free*; they didn't need money for the sit in from *Reflections and Memories*). More details and examples are necessary for a higher score.

I feel that the \$ 500.00 should go to the conservation group that protects endangered animal species. The reason I would like to is because we have made a lot of species or animals extinct or endangered, so I think we should help them grow to their environment as they used too. An example is the Bald Eagle (a endangered species). We have endangered so many species its our fault, so would it be great to take that back and clean our mistakes and help those species that have been electrified from our fences or us (hunters) who have killed them off?

Another example would be Condors in California. The Condors are one of the most ancient birds in North America, this bird had existed 60 million years ago. Most of these beautiful birds were electrocuted, poisoned, and even shot and killed by hunters. Some biologists gave the amount of 1-million dollars for a recovery program in the 1980's. When they trapped the last of the 22 Condor survivors in California, they would

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try to help these species grow by producing babies. Most of the naturalists were excited and thrilled to see them (Condors) free after they recovered. The reason the Condors were shot was because of miners getting too greedy in 1849. What was important to them was gold so the Condors could carry gold dust in their beaks. By 1924 there were no wild Condors left outside of California! The U.S. Fish and Wildlife Service announced that the Condor bird was endangered in 1967.

Score Point: 2

This student takes a position and supports it with partially successful use of ideas from only one of the reading selections, *7 Condors Set Free*. (Most of these beautiful birds were electrocuted, poisoned, and even shot and killed by hunters. Most of the naturalists were excited and thrilled to see them [Condors] free after they recovered. The reason the Condors were shot was because of miners getting too greedy in 1849.)

SCORE POINT: 3

The student makes adequate use of ideas from one reading selection OR makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.

For over 30 years, since 1967, one of the rarest breed of birds, the California Condor, has been on the endangered species list. Until very recently, there were only 22 of the majestic bird, which has an incredible wingspan of 11 ft, surviving in the wild.

Today, there are well over 100, thanks to efforts of zoos in the Monterrey, California area, and the Ventana Wilderness Society. It is incredible, because research suggests that the California Condor could be over 60 million years old; there were fossils found in Wyoming.

Mrs. Wilson's class should donate their money to an conservation group that protects endangered species. The California Condors were saved in the nick-of-time, when 22 of them were barely surviving. If Mrs. Wilson's class donates to endangered species today, a positive outcome for an

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endangered species could come in the future.

In some of the poorest places of the world, such as many countries in Africa, give a home to some of the rarest species. These countries are continuing to lose these rare animals, because these countries' economies are trying to industrialize. Even a contribution from a small elementary class can make a difference to the species and the people who labor trying to make this possible.

In today's society, there are enough support groups for teenagers about issues like peer pressure, what there is not enough of, is money for people in organizations to help endangered species. A small contribution from a caring elementary class, can make a huge impact among animals in our world.

Score Point: 3

This student takes a position and supports it with adequate use of ideas (condors have been on the endangered list since 1967 and grew in numbers from 22 to over 100 thanks to the zoos and Ventana Wilderness Society) from one of the reading selections, 7 *Rare Condors Set Free*.

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G8a

I think it is a great thing for your class to raise money for a worthy cause. I think you should contribute the money to the Conservation group because humans destroy the animal life. Animals wish to be free to live. Raising money for charity is a great idea.

We need to save our animals so the Conservation groups would be a great thing. We need to help save animals like the California condors who were killed because their quills, light and hollow, were ideal containers for gold dust during the Gold Rush of 1849. Also, they were shot because they preyed on hunters' kill. Some died because of lead poisoning and electrical wires. Remember, we need to save our animals.

Animals need to be free. People like Joseph McNeil, Franklin McCain, and David Richmond strived to be free. We should do the same to help animals redeem again. Animals should be free like they were hundred of years ago.

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ENGLISH LANGUAGE ARTS: PART 3
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Saving monecy is a great thing. We should try to
save our animal life. Animals are important to our
society. Animals are disiping every day. Agin, your class
is wonerfull for rasing money.

Score Point: 3

This student takes a position and supports it with adequate use of ideas from one reading selection, *7 Rare Condors Set Free* (condors were killed because of their quills ... they preyed on hunters' kill ... died from lead poisoning and electrical wires). The student supports a connection with the text reference from *Reflections and Memories* (Joseph McNeil, Franklin McCain and David Richmond strived to be free), but does not support the position.

SCORE POINT: 4

The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.

ENGLISH LANGUAGE ARTS: PART 3
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To the students of Ms. Wilson's class:

I have been informed that you are donating \$500.⁰⁰ to either a conservation group that protects endangered species or to an organization that promotes understanding among teenagers. It's wonderful to see young people making a difference! However, I personally would recommend donating to us, the Committee for the Protection of Endangered Species (CPES.) This would be for the best since we (humans) are the main reason that many animals are endangered. We should help to bring them back! This is proved in the article "Seven Rare Condors Set Free." Condors became endangered because people were

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killing them to use their feathers for quills during the Gold Rush of 1849! They wouldn't be endangered today if people hadn't killed them in 1849. We (the C.P.E.S) currently has recieved 2 rare Atlantic Puffkins. We need your help to be able to raise them and return them to the wild!

It is also proved in the story "Reflections and Memories - An Interview with Ezell A. Blair" that humans can take care of themselves. Mr. Blair and his friends were being discriminated against, so they decided to do something about it. Animals can't stand up for themselves like we can!

Although the teenage years are a difficult time, if the teenagers keep on getting pushed into

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G9c

programs like that organization promoting understanding among teenagers, then it's just going to make them lose interest.

Besides, they get plenty of encouragement in health or Scope classes at their schools! Overall, donating your money to us would be for the best. We hope to be receiving your money soon!

Score Point: 4

This student takes a position and supports it with adequate use of ideas from both reading selections and makes a connection between the two reading selections (endangered species need our help, but humans can take care of themselves).

Dear Mrs. Wilson's Class

I think that your class's money should be given to an endangered animal fund instead of an organization to help understand teens. I believe that both causes are worthy, but in the end my decision favors the conservation group. I believe that the Conservation group should receive the money because the teen group could be all voluntary, and I believe that participation will be low. From my experience the teens who need an understanding make fun of organizations that could help them. Being forced to talk to someone usually results in silence or things are said that have little or no significance.

Endangered animals never have a say in whether or not they want to give up their hole, or if a mall will be put up to replace their home. Even if we do leave Endangered Animals in the wild we would have no way of knowing if it was poached or if it died of natural causes.

Go on to the next page.

Plus, it is hard to find endangered animals to bring into captivity, which means that high detection tracking devices are expensive, and hard to come by.

In the article "7 Rare Condors Set Free, Birds Released Over Big Sur Coast," Sal Lucido, president of the Yentama Wilderness Society gives a clear and powerful statement. "So far, we've only had five years to recover a species that we've used and abused for 400 years..... But this is not the end for the condor, this is the beginning. This money could be a beginning for another species if we believe like Ezell A. Blair Jr. does. In an interview with Ezell it says that "They (his family) brought me up to believe that all things were possible if only we believed in God, had an idea, and acted upon it." The idea is simple, it's saving a species that can't save themselves the endangered species.

Score Point: 4

This student takes a position and supports it with adequate ideas from both reading selections and makes a connection between the two reading selections (all things are possible if ... we have an idea and act on it).

Part 2B: Writing in Response to Reading

Begin writing your final response here.

If I was trying to decide who to give the money to, I would give it to the conservation group. Everyday, more animals die and it is because of us. We build dams, and a valley of homes for beavers, mice, birds, and rabbits are destroyed. We build a neighborhood, birds, rabbits, and in some cases foxes, deer, and turkey are killed. In the story, "Rare Condors Set Free" a group of people helped restart a species that was on the verge of becoming extinct. If we are really careless most animals will die and three generations from now a kid won't know what a bear is. "Rare Condors" makes us realize that we are destroying nature. Without it, commonly known animals like deer will be found only in vastly isolated areas like Siberia. I don't hunt, but I sure wouldn't like to fly to Yakutsk to hunt a deer. In the story "Reflections and Memories," a teen helps to make segregation stop. Segregation isn't something most want to remember, but I sure wouldn't want bears, bison, antelope, lions, elephants, and condors to be a memory of the Earth's past. I want them to be

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

part of our future. If we kill animals,
and they become extinct we never
will have a second chance to redeem
ourselves and recreate these animals.
If we separate ourselves, we can fix it and
protest like in "Reflections and Memories".
Without people protesting, Segregation would
still be common today. Just like with
protecting endangered species, If we
didn't do anything about it many more
species would just be memories.
In both stories, people did something
about a problem, and solved the problem.
This is what we need to do about
endangered species.

Score Point: 4

This student takes a position and supports it with adequate use of ideas from both reading selections and makes a connection between the two reading selections (people did something about a problem, and solved the problem).

SCORE POINT: 5

The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.

Part 2B: Writing in Response to Reading

Begin writing your final response here.

Who Gets The Money?

Everyone wants to make a difference in the world, but how do we know which difference to make? I think the organization that promotes understanding among teens should get the five hundred dollars. If there is understanding between people, much more will be accomplished than only saving an endangered species.

"Reflections and Memories" has already proven that teens can make a difference. Ezell Blair and his friends helped end segregation, and all they had to do was believe they could do it and give it their best try. If all teenagers had this kind of understanding, we could make an even bigger impact on the world than the leaders of any country. After all, teens one day will be the leaders of countries, so they need that understanding as soon as they can get it.

"7 Rare Condors Set Free" shows the importance of saving endangered species and stopping poaching. As an animal lover I first thought that the conservation group should get the money, but I realized that understanding between humans would benefit the animals as well as people. The people who worked so hard to keep the condors

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

alive so they could someday be set free had an understanding of how important nature is to the world. All people need to understand that, or someday there won't be a world. If the teens in the organization gain a better understanding, they can save endangered animals and still do much more.

These two stories have much in common with the world, but also with each other. Both "Reflections and Memories" and "7 Rare Condors Set Free" have a theme related to making a difference. Both show what power people with an understanding have in the world. Both stories also give rights back to a group that should have still had them in the first place. Blacks and whites are all citizens of the United States and should have equal rights. Condors should have the right to live free in the wild, since they did live here before humans did after all.

I believe the best way to change the world is to change the people in it. Animals are extremely important to our planet, but we shouldn't focus only on them and ignore the rest of the world. If the teens who will someday be in charge of the world gain a better understanding of it, there's no limit to what they can do. With an understanding of other people, they can bring peace. With an

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understanding of animals they can save many endangered species. Promoting understanding between people is definately worth it, and that's why I believe that organization should get the money.

Score Point: 5

This student states a clear position, supports it with meaningful use of key ideas from both reading selections, and states a connection between the selections (Both show what power people with an understanding have in the world. Both stories also give rights back to a group that should have still had them in the first place.)

Part 2B: Writing in Response to Reading

Begin writing your final response here.

Donating or giving something away for a good cause makes a big difference to that organization or group. Ms. Wilson's class has raised \$500.00 and they want to give the money either to a group that promotes understanding among teenagers or to a group that protects endangered animals. Who ever the money goes to it will make a difference to them.

My opinion is the money should go to the conservation group that protects endangered animal species. Animals are very unique and they can be endangered very quickly. If the money goes to the conservation group the animals will be helped and the endangered species will have a effort of trying to not go in extinction. In 1967 condors, a rare bird was named endangered. One of the reasons it was endangered was because it preyed on hunters' kills and it died from lead poisoning. If more people tried to make a effort of saving and protecting the birds they would not be named endangered species.

Sometimes we as humans have to think about caring for others than ourselves. I think if Ms. Wilson's class gave the money to the organization who helps teenagers it would be like helping other humans. By giving the money to help animals it feels you are giving it to a another species than you. In the Interview, Reflections

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and Memories Blair and his friends believed in themselves to protest for their rights. Animals can not protest but we can help them for their needs. In the Interview Blair said, "I would encourage young people to become involved with organizations and activities in their communities. This idea or thought illustrates the helping of one another."

Both the Condor birds and Reflections and Memories reflect and relate to the topic of giving the money to whom. The two reading selections are alike because they both demonstrate an idea of what we can do as humans. It tells how we can improve humanity. The Condor article shows how humans can create differences for the birds and how their life can change by helping the birds or just leaving them in the wild. The Reflection and Memories Interview shows how to stand up for rights and how to trust and believe in ourselves. I still think that both reading selections show the idea of making a difference. The class should think about giving the money to the animal group because if you understand and compare you will see how and why the conservation groups needs it. Animals need protection because many types of them are very rare on earth.

To make a difference you don't need money all you need is trust and belief in your self. Humanity makes differences in many lives.

Score Point: 5

G13b

This student states a clear position, supports it with meaningful details from both reading selections, and states a connection between the selections (both demonstrate an idea of what we can do as humans).

SCORE POINT: 6

The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.

Part 2B: Writing in Response to Reading

Begin writing your final response here.

Dear Ms. Wilson and Class,

I am writing to you in response to your predicament: Give the money to a conservation group that protects endangered species, or an organization that promotes understanding among teenagers. I am a student that might be able to help you with your problem.

I think that you should give the money to a ~~conservation group~~ conservation group that protects endangered species. The reason I think that is because in an article I read called, "7 Rare Condors Set Free," some scientists helped nature out. In the 1800s, with the Gold Rush and tons of human activity, the birds were killed in the U.S. They became an endangered species. Then, not too long ago, some scientists captured all 22 birds. That was all that was left! They captured them to have the birds produce offspring. Now the birds are doing great. If you gave money to the conservation group, you'd be helping animals, like the Condors, out. Animals need our help. The scientists worked together to help the birds.

Some other people who worked together as a

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

team were Ezell A. Blair, Jr. and his friends. Ezell was interviewed in an article called, "Reflections and Memories." In the article, Ezell explained that ~~that~~ he and his friends were upset that African-Americans could not be served in restaurants. Tons of people told them they had to get up, when they did a sit-in, but they didn't. They were tired of having to go to the standup lunch counter. They stayed where they were. Finally, a Caucasian, or white, man, said that if they fought for America just like he did, then they were worthy of being served. (He had noticed that Ezell's friend was in his Air Force uniform.) Those men wouldn't give up. They had confidence in themselves.

These 2 articles relate to your problem by making a decision that makes a difference. Some people saved the animals and others fought for rights, but they both made a difference. I think that both ~~organizations~~ organizations are nice, but look at all the animals we have harmed. We need to protect the animals. You need to work together as a team like the people in the articles did. I think you should pick the

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conservation group that protects animals.
Like Sal Lucido, president of Ventana
Wilderness Society, said, "But this is not
the end ~~the end~~ . . ., this is the
beginning."

Score Point: 6

This student supports the position with key ideas and details from both reading selections, and gives a clear connection between the selections (You need to work together as a team like the people in the articles did).